

## AUGUSTA CIRCLE ELEMENTARY

100 Winyah Street  
Greenville, S. C. 29605

**GRADES** K-5 Elementary School

**ENROLLMENT** 418 Students

**PRINCIPAL** Kate Bannister 864-241-3515

**SUPERINTENDENT** Dr. Phinnize J. Fisher 864-241-3456

**BOARD CHAIR** Tommie Reece 864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 25        | 20   | 2       | 0             | 0              |

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | Excellent              | Excellent                 | N/A                             |
| <b>2002</b> | Excellent              | Good                      | N/A                             |
| <b>2003</b> | Excellent              | Good                      | Yes                             |
| <b>2004</b> | Excellent              | Good                      | Yes                             |

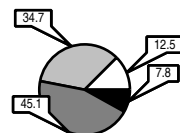
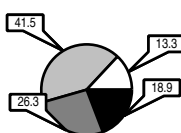
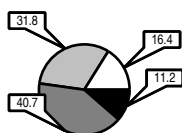
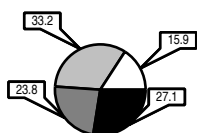
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

71.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

|   |                    |   |
|---|--------------------|---|
|    | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts - State Performance Objective = 17.6%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 221   | 99.1            | 15.6                 | 32.1           | 41.0                | 11.3              | 61.3  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 115   | 98.3            | 15.9                 | 33.6           | 38.3                | 12.1              | 62.6  |                                      |  |
| Female   | 106   | 100.0           | 15.2                 | 30.5           | 43.8                | 10.5              | 60.0  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 134   | 100.0           | 4.6                  | 22.1           | 55.0                | 18.3              | 84.0  | Yes                                  | Yes                                    |
| African-American   | 81  | 97.5            | 34.7                 | 48.0           | 17.3                | 0.0               | 24.0  | Yes                                  | Yes                                    |
| Asian/Pacific Islanders  | 5   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 1   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not disabled   | 189   | 100.0           | 10.3                 | 31.5           | 45.1                | 13.0              | 65.8  |                                      |  |
| Disabled   | 32  | 93.8            | 50.0                 | 35.7           | 14.3                | 0.0               | 32.1  | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-migrant  | 221   | 99.1            | 15.6                 | 32.1           | 41.0                | 11.3              | 61.3  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 221   | 99.1            | 15.6                 | 32.1           | 41.0                | 11.3              | 61.3  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 81  | 97.5            | 39.2                 | 41.9           | 18.9                | 0.0               | 27.0  | Yes                                  | Yes                                    |
| Full-pay meals   | 140   | 100.0           | 2.9                  | 26.8           | 52.9                | 17.4              | 79.7  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics - State Performance Objective = 15.5%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 221 | 99.1  | 15.1 | 33.5 | 24.1 | 27.4 | 64.6 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 115 | 98.3  | 15.0 | 35.5 | 23.4 | 26.2 | 66.4 |     |     |
| Female   | 106 | 100.0 | 15.2 | 31.4 | 24.8 | 28.6 | 62.9 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 134 | 100.0 | 5.3  | 21.4 | 32.8 | 40.5 | 85.5 | Yes | Yes |
| African-American   | 81  | 97.5  | 33.3 | 54.7 | 8.0  | 4.0  | 26.7 | Yes | Yes |
| Asian/Pacific Islander                                   | 5   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 1   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not disabled   | 189 | 100.0 | 9.2  | 33.7 | 26.6 | 30.4 | 69.6 |     |     |
| Disabled   | 32  | 93.8  | 53.6 | 32.1 | 7.1  | 7.1  | 32.1 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-migrant  | 221 | 99.1  | 15.1 | 33.5 | 24.1 | 27.4 | 64.6 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| Non-Limited English Proficient                           | 221 | 99.1  | 15.1 | 33.5 | 24.1 | 27.4 | 64.6 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 81  | 97.5  | 33.8 | 50.0 | 8.1  | 8.1  | 32.4 | Yes | Yes |
| Full-pay meals   | 140 | 100.0 | 5.1  | 24.6 | 32.6 | 37.7 | 81.9 |     |     |

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              |                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>English/Language Arts</b> |                |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 83  | 97.6            | 11.3                 | 31.3           | 50.0                | 7.5               | 57.5                                 |
|                              | <b>Grade 4</b> | 80  | 100.0           | 18.4                 | 34.2           | 42.1                | 5.3               | 47.4                                 |
|                              | <b>Grade 5</b> | 77  | 100.0           | 23.7                 | 36.8           | 32.9                | 6.6               | 39.5                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 59  | 100.0           | 17.5                 | 17.5           | 40.4                | 24.6              | 64.9                                 |
|                              | <b>Grade 4</b> | 87  | 100.0           | 9.3                  | 33.7           | 47.7                | 9.3               | 57.0                                 |
|                              | <b>Grade 5</b> | 75  | 97.3            | 20.8                 | 41.7           | 34.7                | 2.8               | 37.5                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Mathematics</b>           |                |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 83  | 100.0           | 18.1                 | 31.3           | 25.3                | 25.3              | 50.6                                 |
|                              | <b>Grade 4</b> | 80  | 100.0           | 14.5                 | 27.6           | 28.9                | 28.9              | 57.9                                 |
|                              | <b>Grade 5</b> | 77  | 100.0           | 18.4                 | 26.3           | 27.6                | 27.6              | 55.3                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 59  | 100.0           | 15.8                 | 45.6           | 22.8                | 15.8              | 38.6                                 |
|                              | <b>Grade 4</b> | 87  | 100.0           | 12.8                 | 26.7           | 30.2                | 30.2              | 60.5                                 |
|                              | <b>Grade 5</b> | 75  | 97.3            | 16.7                 | 31.9           | 18.1                | 33.3              | 51.4                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

|   | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 418)   |            |                       |  |                          |
| First graders who attended full-day kindergarten                                | 96.8%      | N/C                   | 96.5%                                      | 100.0%                   |
| Retention rate  | 1.2%       | Down from 1.4%        | 1.8%                                       | 2.7%                     |
| Attendance rate   | 97.9%      | Up from 97.7%         | 96.7%                                      | 96.4%                    |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 1.8%       |                       | 2.7%                                       | 4.6%                     |
| Students with disabilities other than speech taking PACT (Math) off grade level | 2.3%       |                       | 2.5%                                       | 3.5%                     |
| Eligible for gifted and talented  | 31.3%      | Down from 37.1%       | 25.9%                                      | 13.5%                    |
| On academic plans   | N/AV       | N/AV                  | N/A  | N/AV                     |
| On academic probation   | N/AV       | N/AV                  | N/A  | N/AV                     |
| With disabilities other than speech   | 7.1%       | Down from 8.3%        | 6.8%                                       | 8.2%                     |
| Older than usual for grade  | 0.2%       | Down from 0.9%        | 0.4%                                       | 0.9%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.5%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| Teachers (n= 26)  |            |                       |  |                          |
| Teachers with advanced degrees  | 53.8%      | Down from 59.3%       | 53.8%                                      | 51.4%                    |
| Continuing contract teachers  | 76.9%      | Down from 92.6%       | 87.5%                                      | 87.5%                    |
| Highly qualified teachers**   | 96.0%      | N/A                   | 96.6%                                      | 95.0%                    |
| Teachers with emergency or provisional certificates                             | 0.0%       |                       | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year   | 87.4%      | Down from 91.2%       | 87.7%                                      | 86.7%                    |
| Teacher attendance rate   | 92.3%      | Down from 97.7%       | 95.3%                                      | 94.9%                    |
| Average teacher salary  | \$40,916   | Down 1.0%             | \$42,238                                   | \$40,760                 |
| Prof. development days/teacher  | 14.4 days  | Up from 13.3 days     | 10.9 days                                  | 12.4 days                |

School

|   |           |                   |           |           |
|---|-----------|-------------------|-----------|-----------|
| Principal's years at school                   | 4.0       | Up from 3.0       | 4.0       | 4.0       |
| Student-teacher ratio in core subjects        | 21.2 to 1 | Up from 20.8 to 1 | 20.5 to 1 | 18.9 to 1 |
| Prime instructional time                      | 89.3%     | Down from 94.9%   | 90.9%     | 90.0%     |
| Dollars spent per pupil*                      | \$5,563   | Up 4.4%           | \$5,563   | \$6,044   |
| Percent of expenditures for teacher salaries* | 65.6%     | Down from 69.3%   | 67.7%     | 65.9%     |
| Opportunities in the arts                     | Good      | No change         | Good      | Good      |
| Parents attending conferences                 | 99.8%     | Up from 98.4%     | 99.0%     | 99.0%     |
| SACS accreditation                            | Yes       | No change         | Yes       | Yes       |
| Character development program                 | Average   | N/A               | Good      | Good      |

\* Prior year audited financial data are reported.

|   | Our District    | State               |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools**  | 93.2%           | 92.0%               |
| Highly qualified teachers in high poverty schools** | 93.7%           | 91.1%               |
|   | State Objective | Met State Objective |
| Highly qualified teachers in this school**          | 65.0%           | Yes                 |
| Student attendance in this school                   | 95.3%           | Yes                 |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

For the 2003-2004 school year, the emphasis at Augusta Circle Elementary School was placed on technology, writing and reading. In technology, all students enjoyed a weekly technology class in the computer lab where they learned how to do research, write a report, and create PowerPoint presentations. Forty-two fourth and fifth graders developed the WACE Morning News show, which was shown daily on TV in every classroom. In writing, forty-one fourth and fifth grade students published a student newsletter, The Eye of the Eagle, which won first place in the region from Time Magazine. Two fifth graders received first and second place in the Patriotic Essay Contest sponsored by the Colonial Dames of America, one fifth grader's poem was published in the SC anthology, A Celebration of Young Poets, and three fifth graders' poems were published in the national Anthology of Fifth Grade Poetry. Also in writing, students in every grade level published their writing in the Writing Gallery, the Anthology of Student Writing, and on the school's bronze medal winning website. All these young authors enjoyed reading their pieces to parents and friends at the two Authors' Teas. In reading, eighty-seven percent of the students read and passed a computer test on at least one Reading Counts book. Augusta Circle was identified as a Closing the Gap school. This year we also focused on improving the academic achievement of children on Free and Reduced Meals.

Students enjoyed enrichment programs in music and drama. In music they heard the Greenville Symphony Orchestra's string quartet and learned the influence of immigrant culture with musician Charlie Maddox. In drama they enjoyed the Greenville Little Theater's productions of "Aladdin" and "The Emperor's New Clothes."

Augusta Circle won the Palmetto Gold Award for the third consecutive year for an excellent absolute score and a good improvement score on the State School Report Card. It was selected by the State Department as a Red Carpet School for having a family friendly environment. The school also won the District Attendance Blitz contest for the highest daily average attendance. The school did well because its stable faculty averages thirteen years teaching at Augusta Circle, its motivated students consistently practice strong work habits, and its outstanding volunteers average 11 workers per day and over 20,000 hours per year. The students' PACT scores are among the highest in the state. The Education Trust lists Augusta Circle among the top 12 schools in the state for achieving exemplary performance among traditionally under-represented students (i.e., over 90% of the student body scored basic or above on PACT).

Next year Augusta Circle's challenge will be to continue the high level of achievement and enrichment. Teachers, students, and parents are looking forward to continued academic excellence in a loving, fun-filled environment.

D. Einstein, SIC chairman; K. Bannister, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 14       | 71        | 58       |
| Percent satisfied with learning environment            | 92.9%    | 94.4%     | 94.6%    |
| Percent satisfied with social and physical environment | 92.9%    | 95.7%     | 93.1%    |
| Percent satisfied with home-school relations           | 100.0%   | 97.2%     | 77.2%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.